

4 month reporting date 4/05/07- received 5/9/07
8 month reporting date 8/05/07
12 month completion date 12/5/07

Brookings School District Improvement Plan/Progress Report Form

Principle 1 General Supervision			
Present levels: <u>Needs Intervention: Issues requiring immediate attention</u> <u>ARSD 24:05:17:03 Annual report of children served</u> The monitoring team was unable to validate correct placement on the child count for two students.			
Desired Outcome(s) : Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The Brookings School District will ensure all students on child count have the correct placement 100% of the time and are eligible students.			
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will verify 100% of the child count each year through the implementation of tracking and sign off procedures.			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed

4 month reporting date 4/05/07- received 5/9/07

8 month reporting date 8/05/07

12 month completion date 12/5/07

<p>1. What will the district do to improve?</p> <p>The district has implemented a tracking system for all students on child count, using the SIMS data change form provided by the DOE. All staff was trained in the use of this form at the quarterly special education staff meeting. Staff is to complete a form for each IEP they case manage prior to the December 1 count and then sign off to verify the accuracy of their student information reported on child count.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will send a write up of the procedure to be used and the form used to SEP. The special education director will track each teacher and verify that all staff has completed a SIMS change form for each student reported on the current child count.</p>	December 2006 and ongoing	Special education director	(completed by SEP) 5/9/2007-UnMet
<p>Please explain the data (4 month)</p> <p>Staff was trained at the December staff meeting on the use of the data change form. Data entry staff have begun to encode information received daily from district staff. 100% of district staff is using the form.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve?</p> <p>For the two students identified as not being in the correct placement, the district will revisit the identified disability for student 51 through a review of the evaluation report. The correct disabling condition will be reported for the upcoming child count. For student 43, the district will remove the student from child count.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will submit written summary of the actions taken for students 51 and 43.</p>	February 2007	Special education director	5/9/2007-UnMet

4 month reporting date 4/05/07- received 5/9/07

8 month reporting date 8/05/07

12 month completion date 12/5/07

Please explain the data (4 month)

The correct disabling condition is to be reported for student 51. Student 43 was reevaluated in March, 07 and determined to be eligible as a student with a learning disability. Full scale score on ability measured was compared to results on achievement tests – discrepancy found between ability of 89 compared to reading comprehension score of 66, and math achievement score of 71.

Please explain the data (8 month)

Please explain the data (12 month)

Principle: 3 Appropriate Evaluation

Present levels:

Needs Intervention: Issues requiring immediate attention

24:05:22:03. Certified child.

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an Individual Education Program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

Nine students did not have correct documentation supporting their disability.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The Brookings district will ensure that evaluations and reevaluations are conducted in accordance with all procedural requirements to ensure that all students are appropriately evaluated for eligibility and evaluations are appropriately documented.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students reported on the child count will have documentation supporting their disabling condition under IDEA.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

4 month reporting date 4/05/07- received 5/9/07

8 month reporting date 8/05/07

12 month completion date 12/5/07

<p>1. What will the district do to improve? The district will review the eligibility criteria in depth at the quarterly staff meeting, with emphasis provided on documentation required to verify that a student is a certified child in need of special education.</p> <p>What data will be given to SEP to verify this objective? Data given to SEP will address the agenda, dates of training, and staff in attendance.</p>	February 2007	Special education director School psychologist	(completed by SEP) 5/9/2007-Met
<p>Please explain the data (4 month) All certified teaching staff, including speech therapists, OT and PT staff attended training on the eligibility criteria on Feb 14th, 2007.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve? Each of the students identified by the SEP as lacking in appropriate documentation will have their MDT evaluation information reviewed formally by the IEP team.</p> <p>What data will be given to SEP to verify this objective? The district will submit written summary of the actions taken for each of the nine students listed in the final report. The documentation will show scores and other relevant information for all eligibility determination.</p>	April, 2007	Special education director School psychologist	5/9/2007-Met

4 month reporting date 4/05/07- received 5/9/07

8 month reporting date 8/05/07

12 month completion date 12/5/07

Please explain the data (4 month)

Student 7 – The monitoring report noted the student was eligible. IEP has been revised to reflect educational impact of disability.

Student 12 – Student turned age 18 and declined all special education services.

Student 13 – Student was evaluated with the assistance of an interpreter. He was determined to have language problem that contributed to difficulties with reading and writing, but math calculations turned was supported as an area that the student met the criteria.

Student 15 – An IEP meeting was held for the student, which is reflective of deficits in reading and supports and accommodations provided to address the reading skill functions.

Student 22 – Student has moved from the district.

Student 28 – IEP meeting for this student is still pending. The IEP reviewed by the review team noted the student was eligible under the category of 505- but there was no information to support the educational impact of the disability. The present levels and special factors in the IEP do make note of behavioral issues, with accommodations being provided to address attention and anxiety issues.

Student 41 – Student was reevaluated, and determined to meet the criteria for a learning disability, with an ability measure of 119 compared to a math achievement score of 90. Additional consideration is being given to attention issues that impact learning.

Student 55 – Student has left district and is unavailable for reevaluation

Please explain the data (8 month)

Please explain the data (12 month)

3. What will the district do to improve?

The district will review their staff who give autistic evaluations and verify each one has had training in the evaluation process in autism.

What data will be given to SEP to verify this objective?

A list of the member's evaluators for the autism team will be sent to the SEP with the dates and types of training they have received to qualify them for evaluators in this area.

**February
2007**

**Special
education
director
School
psychologist**

(completed by SEP)
5/9/2007-Met

Please explain the data (4 month)

Sent separately by hard copy are the dates and types of training staff have taken to qualify them for evaluation of students on the autism spectrum.

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Please explain the data (8 month)

Please explain the data (12 month)

Principle: Appropriate Evaluation

Present levels:

Out of Compliance: Needs Assistance

ARSD 24:05:25:11 Observation for specific learning disabilities.

At least one team member other than the child's regular teacher must observe the child's academic performance in the regular classroom setting.

The monitoring team validates the steering committees conclusion that observations are not being completed for students identified as a student with a special learning disability.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All students being evaluated for a specific learning disability will have an observation documented.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

Observations will be completed 100 % of the time when determining the existence of a specific learning disability.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

4 month reporting date 4/05/07- received 5/9/07

8 month reporting date 8/05/07

12 month completion date 12/5/07

<p>1. What will the district do to improve? The district will review the eligibility criteria for identifying a student under the SLD category, including the need to document an observation by someone other than the classroom teacher. This will occur in conjunction with the review of all eligibility criteria at the quarterly staff meeting.</p> <p>What data will be given to SEP to verify this objective? Data given to SEP will address the agenda, dates of training, and staff in attendance.</p>	February, 2007	Special education director, school psychologist	(completed by SEP) 5/9/2007-Met
<p>Please explain the data (4 month) All certified teaching staff, including speech therapists, OT and PT staff attended training on the eligibility criteria on Feb 14th, 2007. This training including emphasis on the requirements to complete observations for students suspected of having a specific learning disability.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve? Staff will submit MDT reports to the special education director for verification of the completion of observations when determining the existence of a specific learning disability.</p> <p>What data will be given to SEP to verify this objective? The district will submit the number of MDT reports completed in the reporting period, with the percentage that included an observation.</p>	December 2007	Special education director	5/9/2007-Met
<p>Please explain the data (4 month) During this report period, 19 MDT reports for students suspected of having a specific learning disability were completed. 100% contained observations.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
Principle: 3 Appropriate Evaluation			

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<p>Present levels: <u>Out of Compliance: Needs Assistance</u> <u>ARSD 24:05:30:04 Prior notice and parent consent</u> Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. Parental consent is not required before: (1) Reviewing existing data as part of an evaluation or reevaluation; or (2) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children. <u>ARSD 24:05:25:04 Evaluation procedures</u> School districts shall ensure, at a minimum, that evaluation procedures include the following: (7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; The monitoring team found that transition evaluations were being completed, but there was no parent permission to administer the assessments. Written reports are not being generated on the transition assessment and given to the parents.</p>			
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will provide appropriate written notice and obtain informed consent before assessments are administered to a child.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will ensure parents are given appropriate prior written notice and give informed consent for all evaluations administered to their child.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>

4 month reporting date 4/05/07- received 5/9/07

8 month reporting date 8/05/07

12 month completion date 12/5/07

<p>1. What will the district do to improve? District staff was reminded of the requirements for obtaining written consent for evaluations at the December 2006 staff meeting.</p> <p>What data will be given to SEP to verify this objective? The district will provide written summary of the staff in attendance and the date the meeting was held.</p>	December 2006	Special Education Director	(completed by SEP) 5/9/2007-Met
<p>Please explain the data (4 month) All certified teaching staff, including speech therapists, OT and PT staff attended training on the process for obtaining written consent on Feb 14th, 2007. This training including the dissemination of a checklist to monitor consent for requested evaluations up with the completed set of evaluations.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve? The district will require all staff to maintain a list of the evaluations they seek consent for and also to maintain a check-off form to verify the completion of all requested assessments. The special education director will review the staff lists and analyze the data to ensure that all requested evaluations are completed and compiled into the MDT report.</p> <p>A permanent section will be added to all transition-age student MDT reports for transition evaluation information. This will ensure the information is compiled in a format that is received by the parent of the student.</p> <p>What data will be given to SEP to verify this objective? The district will submit the number of MDT reports completed in the reporting period that address transition. The district will report the percentage of evaluations properly completed with parental consent and note any evaluations for which consent was not obtained. A copy of the new MDT will be sent to the SEP.</p>	December 2007	Special Education director	5/9/2007- UnMet

4 month reporting date 4/05/07- received 5/9/07

8 month reporting date 8/05/07

12 month completion date 12/5/07

Please explain the data (4 month)

During this reporting period, 7 MDT reports were completed that addressed transition, with 100% including transition evaluations. A review of evaluation sets were completed using the check-off form, with parental consent being obtained for 100% requested evaluations. There were two students for whom the testing was attempted but not completed due to student refusal to comply with the evaluator. A copy of the revised format for the district MDT report is being sent in hard copy format to DOE/SEP.

Please explain the data (8 month)

Please explain the data (12 month)

Principle: 5 Individualized Education Program

Present levels:

Out of Compliance: Needs Assistance

ARSD 24:05:27:01.01 IEP team.

Each school district shall ensure that the IEP team for each student with disabilities includes the following members:

- (2) At least one regular education teacher of the student if the student is, or may be, participating in the regular education environment;

Through file reviews and interviews with staff, the monitoring team determined regular education teachers are rarely present at IEP meeting at the high school, and they have not been excused using proper procedures.

Desired Outcome(s):

A regular education teacher will be at all IEP meetings; however if they can not attend they will be excused or find another replacement, using the correct procedures and have a written report on the student's progress.

4 month reporting date 4/05/07- received 5/9/07

8 month reporting date 8/05/07

12 month completion date 12/5/07

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will ensure that all IEP meetings are appropriately staffed and if any required member is absent, they have been properly excused and their input if required is obtained for the meeting.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

1. What will the district do to improve?
The special education director will review the procedures for ensuring appropriate membership at IEP meetings with all staff at the quarterly staff meeting. This review will also address the process for excusing a team member.

**February
2007**

**Special
Education
Director**

(completed by SEP)
5/9/2007-Met

What data will be given to SEP to verify this objective?
The district will provide written summary of the staff in attendance and the date the meeting was held.

Please explain the data (4 month)

All certified teaching staff, including speech therapists, OT and PT staff attended training on the requirements for ensuring appropriate team membership on Feb 14th, 2007. The special education director also attended a staff meeting for all high school special education staff to speak to staff and address the IEP team meeting requirements and discuss the steps for ensuring appropriate team membership. This meeting was held on February 13, 2007 at the high school.

Please explain the data (8 month)

Please explain the data (12 month)

4 month reporting date 4/05/07- received 5/9/07

8 month reporting date 8/05/07

12 month completion date 12/5/07

<p>2. What will the district do to improve? The special education director will do an analysis of IEP meetings held at the HS level and verify the presence of all required team members.</p> <p>What data will be given to SEP to verify this objective? The district will report the number of IEP meetings held and the percentage that did not include the required team members. If a team member was not present, the summary will also indicate if the team member was properly excused.</p>	December 2007	Special Education Director	5/9/2007-Met
Please explain the data (4 month) Nineteen meetings were held at the high school level. 18 of the 19 (95%) meetings held had appropriate membership and required no excusal for any team member. The one meeting that had missing team members (administrator, regular educator) was reconvened at a later date and then had appropriate team membership.			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle: 5 Individualized Education Program

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<p>Present levels: <u>Out of Compliance: Needs Assistance</u> <u>ARSD 24:05:27:01.03. Content of individualized education program</u> Each student's individualized education program shall include: (1) A statement of the student's present levels of academic achievement and functional performance, including: (a) How the student's disability affects the student's involvement and progress in the general curriculum. (7) A statement of: (a) How the student's progress toward the annual goals described in this section will be measured; and (b) How the student's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled student's progress of: (i) Their student's progress toward the annual goals; and (ii) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year. Through interview and a review of student records the monitoring team was informed progress towards annual goals was not reported in all files at the high school level.</p>			
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Progress toward annual goals will be reported for all students on an active IEP.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will ensure that copies of progress reports for all students are placed in the files as well as being sent to parents of students with disabilities.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>

4 month reporting date 4/05/07- received 5/9/07

8 month reporting date 8/05/07

12 month completion date 12/5/07

<p>1. What will the district do to improve? All staff will be required to copy progress reports sent to parents and place the copy in the student's file to document that progress was reported.</p> <p>What data will be given to SEP to verify this objective? The district will spot check files from each teacher and report to SEP the number of files checked and the number that contained progress reports.</p>	February 2007- ongoing	Special Education director, all staff	(completed by SEP) 5/9/2007-Met
<p>Please explain the data (4 month) 28 teacher and speech therapy staff files were spot-checked, 100% contained progress reports.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle: 5 Individualized Education Program

Present levels:

Out of Compliance: Needs Assistance

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

Present level of academic achievement and functional performance and annual goals

A student's IEP must contain present levels of academic achievement and functional performance based upon the skill areas affected by the student's identified disability. The present levels of academic achievement and functional performance are based upon the functional assessment information gathered during the comprehensive evaluation process.

The monitoring team found student files lacked the required content in the present levels of academic achievement and functional performance (PLAAFPs) (i.e. specific skill area(s) affected by the student's disability, to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum and parent input). File reviews indicated functional assessments are not being completed to acquire the skill-based information to develop present levels of performance for students eligible for special education services. Annual goals did not consistently specify skills the student could reasonably accomplish within a 12 month period.

4 month reporting date 4/05/07- received 5/9/07

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12 month completion date 12/5/07

Desired Outcome(s):

The district ensures the IEP contains all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All student IEPs will contain the required content.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? The staff will have a training on functional assessments, present levels of performance, writing annual goals and addressing consideration of special factors. What data will be given to SEP to verify this objective? The district will report to SEP on the dates of the training staff in attendance and agenda.	December 2006	Special Education Director	(completed by SEP) 5/9/2007-Met
Please explain the data (4 month) All certified teaching staff, including speech therapists, OT and PT staff attended training on the requirements for functional assessment, present levels of performance, writing annual goals and addressing special factors on December 13th, 2007. This information was also supported through email updates from the director containing reminders and policy for developing appropriate IEPs. These email updates are delivered bi-weekly. All special education staff receive the bi-weekly updates from the director.			
Please explain the data (8 month)			
Please explain the data (12 month)			

4 month reporting date 4/05/07- received 5/9/07

8 month reporting date 8/05/07

12 month completion date 12/5/07

<p>2. What will the district do to improve? All MDT reports will include a permanent section to address the functional evaluation information gathered in the evaluation process.</p> <p>What data will be given to SEP to verify this objective? The district will spot check files from each teacher and report the number of MDT reports generated in the reporting period which properly addressed functional evaluation.</p>	December 2007	Special Education Director	5/9/2007-Met
<p>Please explain the data (4 month) 32 MDT reports, ensuring representation from all special educators in the district, were spot-checked. 100% contained functional evaluation information.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>3. What will the district do to improve? A random check of each teacher's student IEPs will be done in each reporting period to verify the present levels of performance contain functional evaluation information, contain annual goals based upon data from the present levels and are skill specific and reasonable for a 12 month time frame.</p> <p>What data will be given to SEP to verify this objective? The district will report the number of IEPs checked and the percentage of IEPs that have appropriate content, including PLAAF, functional information and goals.</p>	December 2007	Special Education Director	5/9/2007-UnMet
<p>Please explain the data (4 month) 19 IEPs were checked for appropriate content of PLAAF, functional information and goals. Three were found to be lacking in content in the present levels, including functional information and reasonable annual goals. This results a percentage of 85% that meet content requirements.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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Principle: 5 Individualized Education Program			
Present levels: <u>Out of Compliance: Needs Assistance</u> <u>ARSD 24:05:27:01.02 Development, review and revision of the IEP- Consideration of Special Factors</u> In developing, reviewing, and revising each student's IEP, the team shall consider the strengths of the students and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the students as appropriate, and the results of the student's performance on any general state or district-wide assessment program. The individualized education program team also shall: In the case of a student whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, and supports, to address the behavior. In several student files reviewed, behavioral assessment and/or present levels of academic achievement and functional performance contained information regarding the impact of student behavior on educational performance. However, in developing the IEPs for these students, the team checked the behavior does not impede learning and did not address strategies, including positive behavioral interventions and supports, to address the behaviors.			
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Consideration of special factors in the IEP will be addressed for all students.			
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) For all students in need of special education, the district will ensure the consideration of special factors is addressed.			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed

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1. What will the district do to improve? The district reviewed the procedures for addressing special factors at the December quarterly staff meeting. What data will be given to SEP to verify this objective? The district will report to SEP on the dates of the review and staff in attendance.	December 2006	Special Education Director	(completed by SEP) 5/9/2007-Met
Please explain the data (4 month) All certified teaching staff, including speech therapists, OT and PT staff attended training on the requirements for addressing the consideration of special factors on December 13th, 2007. This was again reinforced at the February 14, 2007 staff inservice.			
Please explain the data (8 month)			
Please explain the data (12 month)			
2. What will the district do to improve? A random check of each teacher's student IEPs will be done in each reporting period to verify that consideration of special factors has occurred. What data will be given to SEP to verify this objective? The district will report the number of IEPs checked and the percentage of IEPs that have appropriate content.	December 2007	Special Education Director	5/9/2007-Met
Please explain the data (4 month) 19 IEPS were checked and 100% contained appropriate content regarding the consideration of special factors.			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle: 5 Individualized Education Program

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<p>Present levels: <u>Out of Compliance: Needs Assistance</u> <u>24:05:27:13.02. Transition services.</u></p> <p>Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.</p> <p>Transition does not consistently meet the requirements for students age 16 and older. There is not a set of coordinated activities in place for students.</p>			
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All students age 16 and older will have a set of coordinated activities for transition.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will ensure that all students age 16 and above have a set of coordinated services for transition.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>
<p>1. What will the district do to improve? Transition service liaison staff trained district staff at the high school level on the requirements for developing transition plans. Follow-up training is scheduled for January 31, 2007 to further address questions and refine practices.</p> <p>What data will be given to SEP to verify this objective? The district will report to SEP on the dates of the training, agenda, and staff in attendance.</p>	<p>January, 2007</p>	<p>Special Education Director, Transition liaison, high school special education staff</p>	<p>(completed by SEP) 5/9/2007-Met</p>

4 month reporting date 4/05/07- received 5/9/07

8 month reporting date 8/05/07

12 month completion date 12/5/07

Please explain the data (4 month)

The transition liaison staff member conducted a follow-up training for all high school staff on February 16, 2007 (rescheduled due to conflicts for presenter and staff). This inservice was a half day sit down event where staff brought IEPs and other documentation in and discussed the practices for transition with the liaison. All five high school special educators were present for the training.

Please explain the data (8 month)

Please explain the data (12 month)

2. What will the district do to improve?

A random check of **each teacher with transition-age students** IEPs will be done in each reporting period to verify that each contain an appropriate set of coordinated services for transition.

What data will be given to SEP to verify this objective?

The district will report the number of students checked and the percentage of IEPs that have appropriate transition services plan.

**December
2007**

**Special
Education
Director**

5/9/2007-UnMet

Please explain the data (4 month)

A random check of IEPs was completed for each of the five secondary level teaching staff, plus one from the middle school level who had a student of transition-age. In each of the IEPs reviewed, transition evaluation was present within the PLAAF, there were identified post secondary outcomes based upon the transition assessment information, and the course of study supported the identified outcomes. Service plans and goals were also present for all students, however, the plans and goals were identified as lacking in 2 of the 6 IEPs checked.

Please explain the data (8 month)

Please explain the data (12 month)